1. Explore the Intel Seeing Reason Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?

**The tool could help students to better understand cause and effect relationships. Students could also deepen their understanding of how the particular parts of a complex process correlate to each other.**  
  
**2.** Click on Try the Tool and then click on the Demo and read the Project Description [Road Safety](http://gthy2011.wikispaces.com/Tech+Activities+Critical+Thinking). The map shows student’s ideas about causes of traffic jams. Create a new factor, describe its relationship to traffic jams, and add it to the map. Explain what you did.

**I added the factor “Reckless Drivers” and the relationship of a blue arrow, which illustrated that the increase of reckless drivers would increase the number of accidents on the road. I used a medium sized arrow.**  
  
**3.** Next click on the Tutorial (underneath Demo on the Try the Tool page) and view the animation. What are the key steps a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?

1. **Get the class to agree on a definition of the problem. 2. Put students in teams of two and have them create factors and relationships using their prior knowledge. 3. Ask the students to show cause and effect between factors via relationships. 4. Give the students the opportunity to conduct research about their hypotheses and alter their initial claims. 5. Allow students to further refine their maps and to propose possible solutions to problems. 6. Assess the maps and discuss them with the class.**

**4.** Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Seeing Reason Tool?

**Using the tool in a literature class could help students think more deeply about the relationships between characters and events. I think students might be excited by the creative aspect of the tool and engage more in the assignment than they otherwise would. The tool might assist in satisfying curriculum goals relating to literary terms and text analysis.**  
  
  
**5.** Explore the Intel Showing Evidence Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?

**The tool helps students distinguish between claims and evidence, as well as aid students to weigh the strength of both argumentative elements. By requiring students to produce evidence for their arguments, the tool also encourages the students to review the material that they are responsible for learning.**  
  
**6.** Click on Try the Tool and watch the Animated Overview to learn how to set up an account and copy a project into the Teacher Workspace. Next click on the Secondary Demo and read the Project Description for Serious Malady Explain how each of the assessments provides guidance to students throughout the project.

**The assessments aid students in determining the effectiveness of each claim or evidence that they present. By weighing the assessments, students will be able to better direct their efforts later in the project.**   
  
**7.** What are the key steps a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?

**The teacher must create an account and the basic structure for the students to begin adding content.** **In addition, the teacher needs to explain to students how the tool is used.**  
  
  
**8.** Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Showing Evidence Tool?

**The tool could be useful in a writing class. Students could employ the tool to help them brainstorm for both arguments and evidence and later test those compositional elements before writing their paper. The process of using the tool could help the students learn how to identify the best claims and forms of evidence prior to beginning the task of writing.**